User Guide

Graduate Diploma Qualifications in Adult Language, Literacy and Numeracy TAE80113 and TAE80213

Australian Government
Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education

IBSA
Innovation & Business Skills Australia

IBSA User Guide

Graduate Diploma Qualifications in Adult Language, Literacy and Numeracy

TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice

TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

August 2013

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Introduction

This User Guide is designed to assist facilitators, assessors, Registered Training Organisations (RTOs) and enterprises in implementing:

- TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice
- TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

The User Guide provides:

- information on the background and purpose of the qualifications
- advice on target learners, packaging and pathways
- information on recognition of prior learning and equivalence (see Appendix B)
- explanations of key terms used in each of the units of competency in the qualifications (see Appendix C).

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Background

The impetus for the development of the qualifications and skill set within the *TAE Training and Education Training Package* comes from a widespread concern about the capacity of the VET workforce to address the foundation skills needs of learners. Since the release of outcomes from the 2006 Australian Literacy and Life Skills (ALLS) survey, concerns about workforce literacy levels have been voiced in many industry reports and forums. The need to build VET workforce capacity to address workforce literacy has been raised most prominently in recent years through:

- *No More Excuses: An Industry Response to the LLN Challenge* released in 2011 by Australia's 11 Industry Skills Councils
- *When Words Fail: National Workforce Literacy Project released* in 2012 by the Australian Industry Group.

Building the capacity of the education and training workforces to deliver foundation skills is a national priority area in the National Foundation Skills Strategy for Adults. Nationally recognised qualifications and skill sets are needed to support the development of the VET workforce in this identified area of need. In 2010, IBSA developed a Vocational Graduate Certificate and a Vocational Graduate Diploma qualification to provide options for the development of language, literacy and numeracy specialist practitioners. These qualifications have been taken up, in particular through the Australian Government's Language, Literacy and Numeracy Practitioner Scholarships Program.

However, since the introduction of the TAE70111 Vocational Graduate Certificate in Adult, Language, Literacy and Numeracy Practice and the TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership, revisions have been made to the Australian Qualifications Framework (AQF) level 7 and 8 descriptors. The development of the TAE Training and Education Training Package provided a timely opportunity for IBSA to re-align these qualifications against the revised AQF and to update them to meet the Standards for Training Packages.

Adult language, literacy and numeracy practitioners work in a wide variety of organisations and delivery contexts. Since their introduction, the *TAE70111 Vocational Graduate Certificate in Adult LLN Practice* and the *TAE80110 Vocational Graduate Diploma of Adult LLN Leadership* have gained national recognition as suitable qualifications for the development of LLN specialist practitioners. The alignment of these qualifications to the revised AQF and the greater clarification of outcomes enabled by the Standards for Training Packages is expected to further strengthen their acceptance and uptake across the adult language, literacy and numeracy field.

The AQF qualification type learning outcomes descriptors, including the AQF specification for volume of learning, were considered during the AQF alignment process for both qualifications. Through this process both qualifications were judged as meeting the Graduate Diploma specification.

Appendix A includes an explanation of the AQF alignment for the revised qualifications.

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Purpose

The TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice and the TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership provide the advanced theoretical and technical skills and knowledge required by LLN specialist practitioners, program or department managers, researchers and resource developers.

These qualifications are purpose built for the field and represent some of the only specialist qualifications for adult literacy and numeracy practitioners working in the VET sector.

The qualifications are designed to provide entry and exit points for a wide variety of practitioners looking to develop, consolidate or to extend their skills in this important teaching and training area. The packaging allows for flexible use of core and electives to build specific delivery context specialisation such as in the workplace or in the community.

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Target learners

The units and qualifications have been specifically designed for application across sectors and different delivery environments and have application across many industries where training and assessment take place.

The units and qualifications have been developed with a view to providing teaching and educational leadership skills for people working in formal educational settings in the public or private sector (e.g. TAFE colleges, private providers or ACE community houses), in informal education settings, social welfare and community-based settings (e.g. housing agencies, libraries neighbourhood houses, CFA fire sheds), in workplace settings (e.g. vocational/workplace trainers and assessors) and in correctional settings.

The lists below are not definitive. The qualifications are designed to be flexible and can be used as full credentials or as single or clustered units that can be packaged according to demand.

The *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice* has a focus on teaching and delivery and has been developed to provide:

- credentials for existing language, literacy and numeracy teachers and trainers who do not have specific language, literacy and numeracy qualifications
- skills refreshers for existing language, literacy and numeracy teachers and trainers who need specific skills for changing job requirements (such as an upgrade of numeracy skills or delivery to CALD learners)
- professional development for existing language, literacy and numeracy teachers and trainers who want to shift their delivery practice from classroom to the workplace or vice versa
- up-skilling for teachers from the schools sector to move into adult literacy and numeracy teaching
- an opportunity for teachers and trainers from a vocational skill area to gain the knowledge and skills to move into adult language, literacy and numeracy teaching
- skill development opportunities for VET teachers and trainers who want to better integrate language, literacy and numeracy skill development into their vocational training practice
- an opportunity to develop a specialisation in adult language, literacy and numeracy for practitioners working in a range of formal and informal adult education contexts (for example volunteer tutors who want to upgrade their credentials or community legal aid or youth welfare workers who want to specialise in language, literacy and numeracy).

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The *TAE80213 Graduate Diploma of Language, Literacy and Numeracy Leadership* has an emphasis on policy, research and professional leadership and has been developed to provide:

- credentials for existing language, literacy and numeracy teachers and trainers who are working as managers or learning leaders within their organisation and who do not have specific adult language, literacy and numeracy qualifications
- professional development opportunities for existing language, literacy and numeracy teachers and trainers who want to shift their emphasis from delivery practice to research or resource development
- professional development opportunities for teachers or trainers to develop skills in formulation of workplace or community based learning programs
- career pathway opportunities for policy makers, program coordinators, managers, HR managers, business consultants within a registered training organisation (RTO), social welfare practitioners, or educational design or learning and development professionals to develop their skills in adult language, literacy and numeracy.

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Qualifications

The AQF specifies that graduates of Graduate Diploma qualifications will:

- have advanced knowledge and skills for professional/highly skilled work and/or further learning
- have advanced theoretical and technical knowledge in one or more disciplines or areas of practice
- have advanced cognitive, technical and communication skills to select and apply methods and technologies to:
    - analyse critically, evaluate and transform information to complete a range of activities
    - analyse, generate and transmit solutions to complex problems
    - transmit knowledge, skills and ideas to others
- apply knowledge and skills to demonstrate autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner.

The packaging of the Graduate Diploma qualifications allows for flexible use of core and elective units to build advanced specialist knowledge and skills that can be applied in specific workplace, education or community contexts.

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TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice

This qualification reflects the roles of individuals who apply substantial specialised skills and knowledge in the field of adult language, literacy and numeracy practice. In these roles they make significant high level judgements to analyse, plan, deliver and evaluate specialised teaching functions within complex contexts.

Adult language, literacy and numeracy skills development is provided by a range of training organisations in vocational education settings, workplaces and the community. Titles for job roles with responsibility for adult language, literacy and numeracy delivery and assessment vary across different organisational contexts. Possible job titles include:

- practitioner, Workplace English Language and Literacy (WELL) program
- teacher, Language, Literacy and Numeracy Program (LLNP)
- concurrent assistance teacher, training organisation
- adult literacy and numeracy teacher, training organisation
- trainer and assessor, training organisation
- program coordinator, adult community education organisation.

PACKAGING RULES

Total number of units = 6

- 4 core units, plus
- 2 elective units

Core Units

TAELLN801 Analyse and apply adult literacy teaching practices

TAELLN802 Analyse and apply adult numeracy teaching practices

TAELLN803 Develop English language skills of adult learners*

TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills

Elective Units

At least 1 of the elective units must be selected from the elective units listed below. The second elective unit may be selected from the elective list or from any currently endorsed Training Package or accredited course at Graduate Certificate or Graduate Diploma level.

Elective units must be relevant to work outcomes and industry requirements.

TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills

TAELLN806 Lead the delivery of adult language, literacy and numeracy support services

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TAEASS505A	Lead and coordinate assessment systems and services
TAELLN813	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN816	Initiate, develop and evaluate adult language, literacy and numeracy resources

*** Teaching English to Speakers of Other Languages (TESOL)**

The unit *TAELL803A Develop English language skills of adult learners* responds to the need for all LLN practitioners to have a set of strategies to develop learners' existing language skills. This is not language in the strict sense of language acquisition (as defined within the TESOL discipline), but rather the development of relevant and appropriate language repertoires depending on the context. The qualifications may not meet the requirements for TESOL teaching. It is advisable to check with relevant jurisdictions and in the human resource statements in accredited course documentation.

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TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

This qualification reflects the role of individuals who apply highly specialised skills and knowledge in the field of adult language, literacy and numeracy leadership, research, development and co-ordination. In these roles they generate and evaluate complex ideas through the analysis of policy, information and concepts at an abstract level; and design and implement appropriate responses through a combination of research, targeted strategies for language, literacy and numeracy programs in different contexts, and the application of teaching practices.

The diversity of learners attending adult language, literacy and numeracy provision requires effective and innovative educational leaders, program managers and researchers with responsibility for adult language, literacy and numeracy policy development and response, and program design and review. This qualification develops the skills and knowledge required to fulfil this responsibility in a variety of roles. Possible job titles include:

- adult literacy and numeracy teacher or leader, training organisation
- practitioner or coordinator, Workplace English Language and Literacy (WELL) program
- senior educator – teaching and learning, training organisation
- adult literacy and numeracy resource developer
- program coordinator, training organisation
- educational consultant
- workforce development leader
- policy advisor on language, literacy and numeracy.

PACKAGING RULES

Total number of units = 8

- 3 core units, plus
- 5 elective units

Core Units

BSBRES801A Initiate and lead applied research

TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response

TAELLN812 Research and implement new adult language, literacy and numeracy practices

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Elective Units

At least 3 of the elective units must be selected from the elective units listed below. Up to 2 elective units may be selected from the elective list or from any currently endorsed Training Package or accredited course at Graduate Certificate or Graduate Diploma level.

Elective units must be relevant to work outcomes and industry requirements.

TAELED704A	Review enterprise e-learning systems and solutions implementation
TAELLN813	Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN814	Design programs to develop adult language, literacy and numeracy skills
TAELLN815	Develop strategy for adult language, literacy and numeracy skill development in a community program
TAELLN816	Initiate, develop and evaluate adult language, literacy and numeracy resources
TAELLN817	Design, implement and evaluate a language, literacy and numeracy professional development program
BSBINN801A	Lead innovative thinking and practice
BSBREL701A	Develop and cultivate collaborative partnerships and relationships

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Pathways

The *TAE Training and Education Training Package* does not mandate entry requirements for any qualification or prerequisites for any unit. The package recognises that there are many entry pathways into the qualifications.

The qualifications in the *TAE Training and Education Training Package* primarily prepare individuals to work in a VET environment. As such, they provide opportunities for holders of more general teaching qualifications to build their skills and knowledge for the delivery and assessment of competency based training in the specialist LLN field within vocational education and training.

Graduate Diploma qualifications require sophisticated task conceptualisation, organisation and analysis and require the individual to demonstrate their capacity to apply the range of required skills within a professional context. Individuals undertaking graduate qualifications generally have completed a post-compulsory schooling qualification and have acquired a body of skills and knowledge through experience in a vocational field.

In the case of the TAE qualifications, individuals should have relevant experience and qualifications and a particular interest in adult literacy and numeracy provision within the VET sector. Candidates may enter the qualifications in the package through a number of entry points.

Candidates entering the qualifications must demonstrate potential to pursue graduate studies.

For entry into TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice, candidates may have:

- a Bachelor's degree or other higher education qualification in education and teaching experience in any of a range of contexts, such as in school, ACE, TESOL, international or VET contexts
- a VET qualification in training and assessment at Certificate IV, Diploma or Advanced Diploma level and delivery and assessment experience in vocational education and training.

For entry into TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership, candidates may have:

- a general or professional qualification and vocational experience in a relevant field, such as management, human resources, research, support services or education
- a Bachelor's degree or other higher education qualification in education and teaching experience in any of a range of contexts, such as in school, ACE, TESOL, international or VET contexts
- a VET qualification in training and assessment at Certificate IV, Diploma or Advanced Diploma level, and experience of delivery and assessment in vocational education and training.

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Mapping to previous versions of the qualifications

The alignment of the qualifications to the revised AQF resulted in the following changes:

Code and title (previous version)	Code and title (current version)	Comments	E/N
TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice	TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice	Elective options have changed. Two units – TAEDES502A and TAELLN501B - have been removed from the elective list. Two units – TAELLN813 and TAELLN816 - have been added to the elective list. Qualification has been changed from a Vocational Graduate Certificate to a Graduate Diploma.	E
TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership	TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership	Elective options have changed. Three units – TAELLN701A, TAELLN702A and TAELLN703A – have been removed from the elective list. One unit – BSBREL701A – has been added to the elective list. Qualification has been changed from a Vocational Graduate Diploma to a Graduate Diploma.	E

Equivalence and RPL

There is no mandated requirement to hold either of these qualifications. However there are a number of ways the new qualifications may be useful, depending on what qualifications a practitioner currently holds and their individual career aspirations.

It is within practitioners' best professional interests to stay current, keep up with new research and knowledge and to be innovators in their field. Engaging in units for professional development purposes will also align with the continuous improvement philosophy of quality assurance frameworks and processes in the VET system.

Practitioners currently working in the adult LLN field may hold qualifications that are no longer delivered or may have established extensive experience in the field without any formal adult LLN qualifications. Credit processes need to be carried out on a case by case basis as an individual's experience and ability to demonstrate their skills and knowledge must be taken into account as well as the qualifications they hold. 'Prior learning' and 'current competence' should both be considered when making a case for equivalence with the TAE qualifications.

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Individuals need to consider their previous qualifications, work history and current employment status to decide whether they want to: formally RPL against the new qualifications and participate in gap training where appropriate; or establish an agreement with their employer or funding body that their current qualifications and experience are deemed as equivalent with the new qualifications (without receiving the credential).

If practitioners want to be formally credentialed (receive an official testamur) for either of the new qualifications, they will need to follow a delivery and assessment pathway or a formal recognition pathway with an RTO that has the qualifications on its scope of registration.

Appendix B of this User Guide contains further information on RPL.

Practitioners may have existing teaching qualifications but may want to develop a particular area of strength or move in a different direction – for example from classroom delivery to workplace or support teaching, or into a leadership role, still within the broad umbrella of language, literacy and numeracy in VET. In this case the *TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership* is probably a better choice of qualification than the *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice*.

Practitioners might want to identify further professional development needs related to career goals and interests – for example, developing specialist numeracy knowledge and skill. In this case practitioners could use individual units from either qualification to pursue professional development in specific areas.

Articulation to higher education

It is expected that RTOs delivering the Graduate Diploma qualifications will make formal articulation and credit arrangement with higher education institutions. It is anticipated that completion of these qualifications would contribute significantly to existing or proposed higher education qualifications in this field. Most universities grant credit for formal study undertaken in recognised tertiary institutions in Australia, including universities, colleges, TAFE and other post-secondary education institutions and for study at recognised overseas institutions.

Learners seeking credit into other post-graduate qualifications in higher education will need to apply on an individual basis to organisations delivering those qualifications. Assessment in VET qualifications is competency based and typically emphasises critical engagement with theoretical frameworks or the received body of disciplinary knowledge within an applied, work based context. Assessment by essays and written assessments is not widely used. Universities may have a preference for evidence that shows critical engagement with disciplinary knowledge and debates in a broader context when evaluating a candidate's application to participate in a higher education credential.

Learners seeking credit into Higher Education courses may find it useful to highlight that the Graduate Diploma qualifications in the TAE Training and Assessment Training Package are designed with specific reference to theories that inform adult language, literacy and numeracy teaching.

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Implementation advice

Who can deliver and assess?

For the purpose of national recognition, training and assessment must be conducted by an RTO with the qualifications or specific units of competency on its scope of registration. RTOs who want to deliver material not on their scope of registration, will need to work in partnership with RTOs who do have the material on their scope of registration.

RTOs are responsible for ensuring training and assessment is conducted by appropriately qualified practitioners and complies with the relevant requirements in the Standards for NVR Registered Training Organisations. In some cases RTOs may need to use team-based or collaborative approaches to bring together all the necessary skills and knowledge to train and assess the full range of skills within a program of vocational training.

Trainers and assessors implementing *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice* require breadth and depth of both theoretical and practical knowledge in the design, delivery and assessment of adult language, literacy and numeracy across a range of education and training contexts. The core units of *TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership* call for trainers with theoretical and practical knowledge of research, specialised LLN teaching methodologies and policy response development.

Depending on the focus of the elective units, the expertise required to deliver a unit will vary. All units require an expert grounding in theoretical underpinnings, whilst some have an emphasis on teaching and assessment methods in specific contexts and others require expertise in research skills or learning resource development.

Implementation of these qualifications should acknowledge and harness the skills of existing practitioners with qualifications and experience in delivering language, literacy and numeracy skills development and support services within the VET sector. RTOs intending to offer a delivery and assessment pathway for either of these qualifications need a sophisticated approach to gathering a cross-disciplined team who can offer the full range of competencies in each qualification. This may require collaboration across departments within an RTO and with the higher education sector in order to access the appropriate expertise.

Practice environment

Many of those consulted during the initial development phase of *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice* in 2009 expressed the need for some type of practicum or supervised practice to be included in the qualifications. However, at that time, Australian Training Package qualifications did not mandate a particular delivery strategy such as a practicum or supervised practice.

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Nevertheless, participants completing TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice particularly the core unit TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills, will need a suitable practice environment where they have access to a learner cohort, and the time to develop their practice with learners. As a facilitator, you will need to ensure that participants have this access to a group of learners from their vocational area. They will need opportunities for planning their training and assessment and opportunities to collaborate with other practitioners. Assessment of this competence will require the need for candidates to demonstrate skills more than once and for formal documentation of observation to provide evidence of skills.

Where practitioners have been working in the language, literacy and numeracy sector in VET they should be able to provide work samples supported by a supervisor or third party who is familiar with the qualification, and familiar with the candidate's work. Where learners are new to delivering language, literacy and numeracy skills in a VET context, candidates will need access to a suitable workplace environment with appropriate supervision, monitoring and assessment arrangements.

In some States and Territories, registration as a teacher, or promotion to a higher level on the award scale, may require completion of a certain number of days in a practicum or supervised teaching situation. IBSA research has revealed wide variances in such practices and requirements across State and Territory jurisdictions. RTOs offering these qualifications are advised to check their State and Territory requirements, and ensure that any workplace assessment requirements they put in place will allow graduates to meet their jurisdiction's requirements.

Facilitator resources

A full suite of resources was developed by IBSA to support the delivery and assessment of the TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice and the TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership.

These include:

- a Knowledge Bank to support the two qualifications
- LLN readings folder
- Facilitator Guides for both qualifications
- unit resources for all core and elective units in both qualifications, consisting of:
    - Student Workbook
    - Assessment Materials
    - unit readings folder.

These resources are still applicable to the delivery of TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice and TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership as the skill and knowledge outcomes of the qualifications are equivalent. They are freely available on the IBSA website: <http://www.ibsa.org.au>

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Terms used in the units

The Graduate Diploma qualifications use the term 'adult literacy and numeracy' to mean the skills required to understand and use various forms of print and digital text in day-to-day activities at home, at work and in the community (Literacy Skills for the Knowledge Society, OECD, 2001).

The qualification uses the term 'language' to talk about speaking, listening, reading, writing and visual communication skills. In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. It also encompasses using words and grammatical structures and other meaning support systems (e.g. gestures when speaking and listening, punctuation and formatting when reading and writing) to make meaning or to understand somebody else's meaning. (What's language, literacy and numeracy?, Taking the Lead, 2006)

People attending adult language, literacy and numeracy provision reflect the cultural and linguistic diversity of the Australian population. They may have English as their first, second or third language, and literacy and numeracy skill levels that inhibit their ability to achieve their aspirations. This diversity of learners requires practitioners with skills and knowledge in a wide range of teaching approaches and practices.

Adult language, literacy and numeracy delivery contexts include vocational education settings, workplaces, and the community. A range of training organisations (public, not-for-profit, community and private) provides adult language, literacy and numeracy skills development.

The Graduate Diploma qualifications have been developed to accommodate the extent of the adult language, literacy and numeracy field epitomised by the diversity of learners and the range of learning environments. The Graduate Diploma qualifications respond to the need for all LLN practitioners to have a set of strategies to meet learners' language development needs. This is not language in the strict sense of language acquisition (as defined within the TESOL discipline), but rather the development of relevant and appropriate language repertoires depending on the context.

Appendix C includes an explanation of many of the key terms and concepts that underpin each of the units in the Graduate Diploma qualifications.

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Appendix A: Explanation of AQF alignment

The qualifications TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice and TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership have been updated to conform to new Standards for Training Packages.

Since these qualifications were originally developed, as a Vocational Graduate Certificate and a Vocational Graduate Diploma, revisions have been made to the Australian Qualifications Framework (AQF). In preparing the updated qualifications for endorsement, IBSA has considered their alignment against the revised AQF.

The following table summarises the learning outcomes from the updated qualifications against the requirements of AQF Level 8.

AQF Level 8 Learning Outcomes	TAE80113 (Graduate Diploma of Adult Language, Literacy and Numeracy Practice)	TAE80213 (Graduate Diploma of Adult Language, Literacy and Numeracy Leadership)
Graduates at this level will have advanced knowledge and skills for professional/highly skilled work and/or further learning	Graduates have advanced knowledge and skills in adult language, literacy and numeracy practice, appropriate for teaching at a professional level.	Graduates have advanced knowledge and skills in adult language, literacy and numeracy leadership, appropriate for professional and strategic management of adult learning programs and initiatives.
Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice	Graduates have advanced theoretical and technical knowledge in adult language, literacy and numeracy teaching and, depending on electives chosen, may also have expertise in assessment, resource development or program design.	Graduates have advanced theoretical and technical knowledge in adult language, literacy and numeracy policy and practice and, depending on electives chosen, may also have expertise in program design, e-learning, resource development or professional development.

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AQF Level 8 Learning Outcomes	TAE80113 (Graduate Diploma of Adult Language, Literacy and Numeracy Practice)	TAE80213 (Graduate Diploma of Adult Language, Literacy and Numeracy Leadership)
Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to: • analyse critically, evaluate and transform information to complete a range of activities • analyse, generate and transmit solutions to complex problems • transmit knowledge, skills and ideas to others.	Examples of the application of advanced cognitive, technical and communication skills include: • development of learning programs based on detailed analysis of learner needs and required outcomes • review and improvement of learning programs based on the design and use of formal and informal evaluation approaches • delivery of learning and assessment programs that are responsive to the needs of individual learners.	Examples of the application of advanced cognitive, technical and communication skills include: • development of policy responses based on detailed analysis of training context and policy environment • identification and implementation of new practices in adult learning based on research and analysis of specific challenges and opportunities • strategic management of stakeholders through the use of consultative and collaborative approaches.
Graduates at this level will apply knowledge and skills to demonstrate autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner	Graduates have the knowledge and skills to work independently as specialist adult language, literacy and numeracy practitioners.	Graduates have the knowledge and skills to work independently and lead others in the development and implementation of adult language, literacy and numeracy initiatives.

Elective options for the updated qualifications were considered and a number of minor changes were made. These are outlined in the tables below.

TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice

Electives removed	Electives added
TAEDES502A Design and develop learning resources	TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development
TAELLN501B Support the development of adult language, literacy and numeracy skills	TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

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TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership

Electives removed	Electives added
TAELLN701A Analyse and apply adult literacy teaching practices	BSBREL701A Develop and cultivate collaborative partnerships and relationships
TAELLN702A Analyse and apply adult numeracy teaching practices	
TAELLN703A Develop English language skills of adult learners	

The rationale behind changes made to elective options is as follows:

- The packaging of *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice* includes only two elective units of competency. Qualification learning outcomes will be more consistent with AQF Level 8 if the electives chosen are predominantly at a similar level to the core units.
- The unit TAELLN501B had originally been included in the qualification packaging to provide a possible pathway into the Vocational Graduate Certificate for VET practitioners holding the *TAE50111 Diploma of Vocational Education and Training*. However, TAELLN501B has not been widely taken up and therefore does not provide a well-trodden pathway. The unit may be reviewed when TAE50111 is updated to the new Standards for Training Packages.
- The unit TAEDES502A was originally included in the Vocational Graduate Certificate elective list to provide users with the option to develop skills in the development of learning resources. It has been replaced with the unit TAELLN816 focussing more specifically on the development of adult language, literacy and numeracy resources.
- The unit *TAEASS505A Lead and coordinate assessment systems and services* has been maintained in the elective list for TAE80113. This unit is seen as providing useful underpinning skills and knowledge in the area of assessment systems.
- Core units from the Vocational Graduate Certificate were originally included in the elective list for the Vocational Graduate Diploma to provide a pathway between the two qualifications. However, the volume of learning in these practice-based units is significantly different from the other elective options and their use has the potential to produce widely variable outcomes from the qualification.
- The unit BSBREL701A has been added to elective list for TAE80213 to provide users with the option to further build the strategic skills that underpin leadership at this level.

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Volume of learning

Examination of the 'AQF qualification type learning outcomes descriptors' reveals almost no difference between the Graduate Certificate and Graduate Diploma qualifications aside from volume of learning. In a competency-based environment, using volume of learning as the critical distinction between these two qualifications is not ideal; however review of the IBSA qualifications suggests that:

- *TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice* is a qualification that develops the skills and knowledge to apply practical skill in the delivery and assessment of adult language, literacy and numeracy. The development of skills and knowledge in this area requires significant time for practice and opportunities to access a practice environment. Much of the early uptake of the *TAE70111 Vocational Graduate Certificate in Adult, Language, Literacy and Numeracy Practice* has been by learners who are eligible for some RPL assessment. For these learners the qualification completion timeframe is less than for learners without current LLN delivery experience. To develop and demonstrate all of the skills and knowledge required by the qualification, a timeframe of 1-2 years is necessary.
- *TAE80213 Gradate Diploma of Adult Language, Literacy and Numeracy Leadership* is a qualification that develops theoretical skills and knowledge about adult language, literacy and numeracy and its relationship to policy environments and current thinking on good practice. The development of skills and knowledge in this area requires opportunities for research, collaboration, testing of ideas and reflection. Timeframes are required that will allow the identification, analysis, application and evaluation of ideas and initiatives. For this reason a timeframe of 1-2 years is needed to develop the required skills and knowledge.

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Appendix B: Recognition of Prior Learning

The recognition of prior learning (RPL) process suits people who are skilled and need to gain formal recognition of their abilities and become qualified. The reasons for seeking RPL differ but may include:

- needing qualifications in the current field of employment
- looking for a career change and seeking to transfer skills, for example, from primary teaching to working with adult learners in VET
- moving from volunteer to paid work.

Recognising skills and knowledge through RPL means less time spent gaining the qualification overall.

An RPL process involves the candidate collecting appropriate evidence and, with the help of an assessor, aligning the evidence to the requirements of the qualification. Relevant experience may include a combination of work (paid and unpaid), learning and life experiences. This process is used to document how the evidence meets the requirements of the qualification. Additional assessment methods will enable further discussion and clarification to ensure the competencies of the qualification are met.

To have prior learning recognised, a candidate must also be able to show 'current competence' – that is, that their skills are still current and meet today's standards. Candidates will need to produce recent evidence of their skills and knowledge. They will also need to provide contact details of people who can confirm their abilities. These people might be supervisors, or others in their communities, who have recently seen their skills in action.

For example, as part of an RPL assessment for a unit of competency, a candidate may be asked to:

- respond to questions that assess the Performance Evidence and Knowledge Evidence of the unit
- present a third party report from their current supervisor or others who could verify their experience
- present samples of work.

The assessor needs to establish the relationship of the evidence to the unit, elements and performance criteria and most importantly the performance and knowledge evidence requirements.

NOTE: This is general information. Contact your employer or local RTO to discuss the specific processes required for applying for RPL.

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Appendix C: Key terms and concepts in units

Facilitators who are familiar with units from TAE70111 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice and TAE80110 Vocational Graduate Diploma of Adult Language, Literacy and Numeracy Leadership will notice that the units of competency in TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice and TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership have a slightly different structure. One notable difference is the removal of the Range Statement. This Appendix explains a number of terms used in the units of competency that were formerly included in the unit's range statement.

Although many terms and topics are repeated across the units in the two qualifications – e.g. learning resources, diversity, teaching approaches/strategies – their exact meaning and intent can vary according to the unit context. This section provides a fuller explanation of terms used in each of the units of competency to help training package users to interpret the specific knowledge and skill requirements.

Explanations in this Appendix supplement the Support Materials that have been developed for each unit in the qualifications. These resources are available from the IBSA website: <*http://www.ibsa.org.au*>

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TAELLN801 Analyse and apply adult literacy teaching practices

Adult learning principles

Candidates undertaking this unit are expected to investigate how adult learning principles contribute to an environment conducive to developing literacy skills. In the context of this unit, ***adult learning principles*** may include:

- acknowledging learners' non-standard English as valid communication and a resource for learning
- acknowledging that literacy learners have an implicit knowledge of the grammar of spoken and written English, possibly including non-standard varieties
- acknowledging the impact on learning of socio-cultural differences and attitudes to schooling
- assisting learners to assume increasing responsibility for defining their learning objectives, planning their own learning and evaluating their progress
- assisting learners to use learning resources, including new technology
- creating a supportive environment to encourage efforts to change and to take risks with new literacy learning
- emphasising experiential, participative and project-based instructional methods and appropriate use of modelling
- encouraging learners to draw on own life experience and world knowledge to make meaning from texts
- encouraging learners to reflect on ways literacy skills can empower them
- reinforcing learners' view of themselves as learners and doers, by providing for progressive mastery
- selecting tasks and content in learning resources appropriate to adult learners in a multicultural context
- supporting learners to make links between the development of their literacy skills and areas of current or future employment and other areas of importance to them.

Diversity

Candidates undertaking this unit are expected to identify the diversity of skills and backgrounds of those participating in literacy provision. In the context of this unit, ***diversity*** may include:

- individual characteristics that limit skills in literacy or ability to achieve goals, such as:
    - culturally and linguistically diverse backgrounds
    - effects of socio-economic factors
    - low levels of formal schooling
    - low or limited meta-cognition skills, including adults with a learning or mild intellectual disability

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    - physical or socio-emotional disabilities that impact on learning
    - 'spiky profiles' where oral communication, reading and writing skills vary
- range in individual's literacy skills in relation to established frameworks such as ACSF, Training Package requirements and accredited course levels
- range of motivation that leads adults to seek literacy provision.

Learning goals

Candidates undertaking this unit are expected to identify the range of learning goals of those participating in adult literacy provision. In the context of this unit, ***learning goals*** may include:

- completing equivalent to compulsory schooling in Australia
- completing VET course
- gaining employment
- improving own education
- interacting with bureaucracy
- interacting with family and community
- maintaining current job or managing promotion to next level
- pursuing own interests.

Learning resources

Candidates undertaking this unit are expected to examine learning resources from traditional, new and emerging technologies that link to literacy learning outcomes and promote learner engagement with tasks and activities. In the context of this unit, ***learning resources*** may include:

- bilingual and multicultural resources
- computer-based delivery, software applications, educational software and CDs
- documentation drawn from a workplace or vocational environment
- everyday texts used by adults, including newspapers, magazines, newsletters, and fiction or non-fiction texts
- online resources, including browsers, websites and social networking sites
- resources drawn from a workplace or vocational environment
- technology used in everyday life, such as automated teller machines (ATMs) and ticket machines.

Level of difficulty

Candidates undertaking this unit need to be able to consider the ***level of difficulty*** of literacy skills when determining the applicability of teaching approaches. They may do this by:

- analysing variables that underpin level of difficulty of literacy tasks, including:

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  - application of language in variety of settings, including personal communication, social communication or workplace communication
  - familiarity of context
  - length and complexity of text language and structure
  - degree of inference the reader is required to make or how explicit a text is
  - kind of information in a text, for example concrete compared to abstract
  - extent of support required to respond to a text.
- drawing on sample activities from levels 1 to 5 of the ACSF.

Strategies for teaching literacy skills and knowledge

Candidates undertaking this unit need to apply and evaluate ***strategies for teaching literacy skills and knowledge***. They need knowledge of a variety of teaching strategies, such as:

- strategies for teaching reading skills:
  - analysing texts as reflection of writer's culture, experiences and values
  - analysing features of a range of text types, including electronic and printed texts, multi-modal texts and texts containing visual elements
  - building decoding skills
  - building meaning-making strategies
  - developing vocabulary
  - discussing effectiveness of the text
  - discussing audience and purpose
  - using phonological strategies, such as letter-sound relationships and blending activities
- strategies for teaching writing skills:
  - building skills through discussion, modelling, scribing, copying and group writing
  - building text level skills by sequencing paragraphing and using cohesive devices, using layout features, and developing sub-skills such as graphology (including handwriting, word processing and punctuation), grammatical structures, vocabulary and spelling patterns of English
  - evaluating the effectiveness of writing
  - providing opportunities to draft and edit
  - selecting relevant texts as models
  - using, providing and constructing meaningful contexts and purposes for writing activities as they relate to specific requirements, such as workplace recording and reporting requirements
- strategies for teaching oral communication skills:

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- analysing audience and purpose of communication, such as conveying informational requirements in the workplace
- developing skills to use a range of registers and styles
- interactional strategies, such as varying language to reflect changes in social relations or contexts; using voice tone, volume and content to suit different social contexts; using appropriate introductions and greetings; and turn taking.

Teaching approaches

Candidates undertaking this unit must be able to evaluate ***teaching approaches*** to select those that are applicable to the specific needs, levels of literacy, learning styles and context of those participating in adult literacy provision. Candidates need knowledge of a wide range of teaching approaches such as:

- bilingual approaches or peer support where individuals have low levels of English language
- developing lexical and grammatical choices appropriate to genre and register
- drawing on range of supports to learning, such as assistive technology
- encouraging learners to use own life experiences to illustrate and clarify learning
- exploring learners' previous experiences of literacy learning so that learners' perceptions become more positive
- multi-sensory approaches, and activities and resources that build on learners' strengths
- sequencing activities to reflect increasing level of skill development
- using a variety of learning modalities, including visual, kinaesthetic and sensory
- using a variety of learning resources, including games, hands-on activities, real-life materials and visual materials
- using strategies that teach learners dominant literacy practices.

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TAELLN802 Analyse and apply adult numeracy teaching practices

Adult learning principles

Candidates undertaking this unit are expected to investigate how adult learning principles contribute to an environment conducive to developing numeracy skills. In the context of this unit, ***adult learning principles*** may include:

- acknowledging impact of cultural differences and attitudes on learner autonomy
- assisting learners with a fear of mathematics or numeracy to overcome that anxiety
- assisting learners to assume increasing responsibility for defining their learning objectives, planning their learning and evaluating their progress
- assisting learners to use learning resources, including new technologies
- creating a supportive environment to encourage efforts to change and to take risks with new numeracy learning
- encouraging learners to draw on their life experience and world knowledge to make meaning from numbers
- encouraging learners to reflect on ways numeracy skills can empower
- explaining mathematical theories and concepts by linking to learners' existing knowledge
- reinforcing learners' view of themselves as learners and doers, by providing for progressive mastery
- selecting tasks and content in learning resources appropriate to adult learners
- supporting learners to make links between the development of their numeracy skills and other areas of importance to them
- using experiential, participative and project-based instructional methods.

Diversity

Candidates undertaking this unit are expected to identify the diversity of skills and backgrounds of those participating in numeracy provision. In the context of this unit, ***diversity*** may include:

- individual characteristics, for example:
    - culturally and linguistically diverse backgrounds with differing experiences of learning mathematics
    - low levels of formal schooling
    - physical, intellectual, learning or socio-emotional disabilities that impact on learning
    - 'spiky profiles', where numeracy skill levels are different from literacy or oral communication skill levels
    - effects of socioeconomic factors
    - where skills in numeracy limit ability to achieve goals

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- range in individual's numeracy skills in relation to established frameworks such as ACSF, Training Package requirements and accredited course levels
- range of motivation that leads adults to seek numeracy provision.

Learning goals

Candidates undertaking this unit are expected to identify the range of learning goals of those participating in adult numeracy provision. In the context of this unit, ***learning goals*** may include:

- completing equivalent to compulsory schooling in Australia
- completing VET course
- gaining employment
- improving ability to make informed financial decisions and interact with financial institutions
- interacting with family and community
- maintaining current job or managing promotion to next level
- pursuing own interests.

Learning resources

Candidates undertaking this unit are expected to examine learning resources from traditional, new and emerging technologies that link to numeracy learning outcomes and promote learner engagement with tasks and activities. In the context of this unit, ***learning resources*** may include:

- bilingual and multicultural resources
- calculators, graphic calculators and abacus
- computer-based delivery, software applications, educational software and CDs
- everyday household and realia / authentic materials, for example:
    - newspapers and magazines
    - utility bills, bank statements and information leaflets
    - shopping and advertising materials
    - goods and materials, including foodstuff, packaging and containers
    - domestic measuring equipment, such as scales, cups, builder and dressmaker tapes, clocks, watches and calendars
    - local maps, plans and street directories
    - online resources, including websites

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- resources drawn from a workplace or vocational environment
- technology used in everyday life, such as
    - automated teller machines (ATMs) and EFTPOS
    - ticket machines
    - internet and telephone banking.

Level of difficulty

Candidates undertaking this unit need to be able to identify the ***level of difficulty*** of numeracy skills and knowledge. They may do this by:

- analysing variables that underpin numeracy tasks, such as:
    - complexity of mathematical information
    - type of operation or skill
    - expected number of operations
    - kind of information included, for example how relevant it is to the task
    - type of match / problem transparency
- drawing on sample activities from levels 1 to 3 of the ACSF.

Mathematical skills and knowledge

Candidates undertaking this unit need to review their own ***mathematical skills and knowledge*** in relation to addressing the skill needs of others. They need knowledge of different types of mathematical knowledge including:

- data and statistics:
    - gathering and organising data
    - interpreting and presenting data
    - understanding everyday probability and chance events and terminology
- measurement:
    - length, mass (weight), volume, temperature and time
    - estimating, measuring and comparing objects using formal and informal methods
    - recognising and identifying relationships between attributes
    - selecting and using appropriate units of metric measurement
- number:
    - counting and numeration, including place value
    - whole numbers, fractions, decimals and percentages
    - computation and applying number
    - computation and estimation
    - identifying number patterns and relationships
    - simple ratio and scale

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- space and location:
    - recognising and identifying shapes and objects
    - symmetry relevant to common shapes
    - reading and interpreting location in relation to maps and street directories
    - calculating simple area, perimeter and simple angles of different shapes.

Range of provision

Candidates undertaking this unit need to review the ***range of provision for learning numeracy in VET contexts***. They need knowledge of a range of types of provision, such as:

- community programs integrating numeracy into activities
- numeracy integrated into financial literacy or money management programs
- numeracy integrated into other VET programs
- numeracy integrated into workplace activities, for example in Workplace English Language and Literacy (WELL) programs
- stand-alone adult numeracy classes, or those integrated into literacy classes
- tuition from teachers of higher level mathematics.

Teaching approaches

Candidates undertaking this unit must be able to evaluate ***teaching approaches*** to select those that are applicable to the specific needs, levels of numeracy, learning styles and context of those participating in adult numeracy provision. Candidates need knowledge of a wide range of teaching approaches such as:

- classroom activities delivered to individuals, in small groups and to a whole group
- bilingual approaches or peer support where individuals have low levels of English language
- drawing on range of supports to learning, such as assistive technology
- encouraging use of own life experiences to illustrate and clarify learning
- modelling numeracy operations
- projects and investigations
- referring to other educational and community services for support, including for higher level mathematics
- sequencing activities to reflect increasing level of skill development
- using a variety of learning modalities, including visual, kinaesthetic and sensory
- using a variety of learning resources, including games, hands-on activities, real-life materials and visual materials
- using strategies to overcome the effects of numeracy and number anxiety
- verbal-based approaches, such as discussions and ‘questions and answers’ to explore, plan, generalise, hypothesise, test ideas and form conclusions
- verbalising processes to establish linkages between language of mathematics and operations, symbols and key words.

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TAELLN803 Develop English language skills of adult learners

Adult learning principles

Candidates undertaking this unit are expected to apply adult learning principles to teaching English language skills. In the context of this unit, ***adult learning principles*** may include:

- acknowledging learners' life experience and world knowledge
- acknowledging that implicit and explicit knowledge of the grammar of English and other languages is a resource for learning English
- applying awareness of differences in cultural attitudes to learner autonomy
- selecting tasks and content in learning resources appropriate to adult learners in a multicultural context.

Analysing English language skills

Candidates undertaking this unit are required to ***analyse English language skills*** required by learners. This analysis may include:

- establishing level of complexity of English language features in a wide range of texts by aligning them to a framework, such as the ACSF
- investigating basic features of language at the level of:
    - discourse or text
    - sentence and phrase level
- aligning learners' language use to frameworks, such as the ACSF
- drawing on existing information, for example from:
    - pre-training assessment
    - previous language assessments.

Barriers and impediments to language development

Candidates undertaking this unit need to review strategies to address barriers and impediments to language development. In the context of this unit, ***barriers and impediments to language development*** may include:

- effects of trauma
- extent and type of exposure to English speakers
- factors resulting from current socioeconomic circumstances
- influence of first language
- limited education in first language
- sensory disabilities
- specific learning difficulties.

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Interpersonal skills

Candidates undertaking this unit need to create an environment conducive to language learning using ***interpersonal skills***. In the context of this unit, candidates may need to use interpersonal skills to:

- demonstrate empathy for students from diverse backgrounds
- be prepared to allow time to develop a relationship of mutual respect with learners as individuals
- demonstrate an understanding of the history of Indigenous people, and how cultural history can impact on the learning process
- recognise how the backgrounds of individual students and the communities in which they live impact on the learning process.

Learning resources

Candidates undertaking this unit are expected to review learning resources from traditional, new and emerging technologies. They also need to evaluate ICT and e-learning resources that link appropriately to language learning outcomes and promote learner engagement. In the context of this unit, ***learning resources*** may include:

- bilingual materials, including reference materials, lists of useful words and phrases, published dictionaries and personal dictionaries
- bilingual support workers
- group members' experiences of other cultures
- guest speakers
- materials that are adult in orientation and relevant to learner needs
- technology devices, such as mobile telephones and computers
- audio recording technology, such as podcasts and digital tracks
- digital cameras and video capture
- educational software, such as dictionaries, word games and other commercial products
- online resources, including downloadable learning resources
- software applications, including digital stories, word-processing and multimedia packages
- technology used in everyday life, such as:
    - automated teller machines (ATMs) and electronic funds transfer point of sale (EFTPOS)
    - mobile telephones
    - internet
    - DVDs, television and film.

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Strategies for teaching English language skills

Candidates undertaking this unit need to apply and evaluate ***strategies for teaching English language skills*** and for addressing barriers and impediments to language development. They need knowledge of a variety of teaching strategies, such as:

- strategies to address barriers and impediments to language development:
    - advice and support from specialist English as a second language (ESL) teachers
    - approaches and multi-sensory activities and resources that build on learners' strengths
    - bilingual approaches or peer support where learners have low levels of English
    - designing tasks and contexts that provide opportunities for learners to internalise and practise new skills
    - developing meta-language skills by teaching grammatical terms and structures to provide a language for learners to discuss their learning
    - referring learners to specialist ESL provision where necessary
    - strategies, like scaffolding activities, that build on learners' existing skills and knowledge in English and other languages
    - support from teachers with specialist skills and knowledge in working with learners with physical or mental health issues.
- strategies to develop English language speaking and listening skills:
    - developing accuracy and fluency in spoken English, including pronunciation, such as drills, chants, pair work and small group work; formulaic expressions; and role plays and simulations
    - developing active listening strategies, such as awareness of different accents; listening for detail; and listening for gist
    - developing knowledge of, and skill in using, English grammar and lexis, such as choosing appropriate grammatical structures; introduction and practice of new lexical items, grammatical structures and text types; and strategies that equip learners to make lexical and grammatical choices appropriate to genre and register
    - developing phonological skills, such as pronunciation of individual sounds; stress, rhythm and intonation; and the sounds of English
    - developing skills in interaction, such as joining and leaving discussions ; structured dialogues and turn taking
    - identifying discourse structure, such as basic language features of particular form of interaction depending on context.

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- strategies to develop reading and writing skills in English:
    - analysing features of a range of text types, including electronic and printed texts; texts containing visual elements; and multi-modal texts
    - building sociocultural knowledge to assist learners to make meaning of texts
    - developing graphological skills, such as awareness of different scripts; handwriting; Roman script; spelling patterns in English; and punctuation in English texts
    - developing letter formation, scribing, group editing and writing collective texts
    - developing vocabulary
    - locating the text in context, including purpose and audience
    - meaning-making strategies, such as building on existing knowledge and evaluating information in light of previous knowledge
    - modelling and constructing texts
    - process writing
    - reading for meaning, reading for gist and reading for details
    - using structured exercises, such as cloze exercises and matching.

Teaching approaches

Candidates undertaking this unit are expected to determine the applicability of ***teaching approaches*** for specific learners. To do this, candidates may need to consider variables such as:

- learners' different skill profiles
- previous experiences of language learning
- range of linguistic backgrounds
- requirements of particular learning context.

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TAELLN804 Implement and evaluate delivery of adult language, literacy and numeracy skills

Learner profiles

Candidates undertaking this unit need to analyse initial assessments to establish learner profiles. In the context of this unit, ***learner profiles*** may include:

- current level of skill when compared with level of skill required for work or training outcome
- factors that influence learning, such as:
    - illness
    - attendance
    - income
    - role as carer
- identified language, literacy and numeracy needs, linked to initial assessment
- learners' perceptions of their learning needs
- learners' previous education and training experience
- level of formal education in first language
- if of a language background other than English, language and cultural background
- level of skills, described using the ACSF
- preferred learning strategies
- short-term and long-term training goals
- third-party reports from supervisors and other training colleagues.

Legal, organisational and ethical requirements

Candidates undertaking this unit must ensure that the ***legal, organisational and ethical requirements*** of delivery and assessment are met. In the context of this unit, candidates need knowledge of:

- assessment reporting and subsequent procedures, such as:
    - complaints
    - grievances
    - appeals
- audit requirements
- enrolment and assessment records and other data and information management
- equity issues and needs

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- intellectual property
- potential legal consequences of false, misleading or incorrect information
- privacy legislation
- regulatory requirements, including occupational health and safety (OHS).

Other options and relevant services

Candidates undertaking this unit need to provide guidance to learners about other options and relevant services. In the context of this unit, ***other options and relevant services*** may include:

- ESL course
- other adult literacy and numeracy program
- other community-based option
- peer support
- shift to a vocational course
- support service, such as counselling or welfare service.

Others

Candidates undertaking this unit are expected to confirm the content of activities with others to ensure learning goals are addressed. In the context of this unit, ***others*** may include:

- colleagues involved in delivery and assessment of learner group or similar groups
- external stakeholders, such as Centrelink
- in a workplace, all parties involved in the program, such as supervisors, workforce organisations, employers and other trainers
- support persons, such as bilingual aides and counsellors
- those with knowledge relevant to context in which working, such as vocational or workplace trainers
- those with specialist teaching expertise, such as higher level mathematics or English as a second language (ESL) teachers.

Relevant frameworks

Candidates undertaking this unit are required to plan delivery according to ***relevant frameworks***. To do this, candidates need to give consideration to:

- application of adult learning principles
- integration of language, literacy and numeracy delivery with vocational training
- pathways to other qualifications
- requirements of the Australian Quality Training Framework (AQTF)
- training specifications as set out in Training Packages and accredited courses.

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Reports

Candidates undertaking this unit are expected to complete reports. In the context of this unit, ***reports*** may include:

- individual and aggregated reports about improved adult literacy and numeracy outcomes, described using the ACSF
- reports written for the workplace using particular formats and styles, covering:
    - benefits to the company
    - improvements in workplace skills
    - individuals taking further training of their own
    - participation in teams and meetings
    - job flexibility and promotional opportunities
    - morale and attendance
- those required by funding bodies
- those required by training organisations.

Text appropriate to learner purpose

Candidates undertaking this unit need to select a wide range of print, media and electronic ***text appropriate to learner purposes***. In the context of this unit, texts should include a variety of materials such as:

- authentic texts commonly found in the home, at workplaces and in the public domain
- numeracy materials, including calendars, money, street directories and maps, shapes, weights and measures
- technology, including automated teller machines (ATMs) and electronic funds transfer point of sale (EFTPOS), e-learning and m-learning activities
- visual materials, including graffiti, illustrations, photographs, posters, signs, charts, television shows, movies, animation, video and DVD
- workplace documentation, such as manufacturer specifications, OHS notices, personnel forms, rosters and standard operating procedures.

Theoretical understandings of skill development

Candidates undertaking this unit are expected to choose and sequence teaching activities to reflect ***theoretical understandings of skill development***. To do this, candidates need to give consideration to:

- theories that inform adult literacy teaching, such as:
    - applied linguistics
    - applied social theory and sociolinguistics
    - critical literacy
    - humanistic and progressivist pedagogy
    - psycholinguistics

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- theories that inform adult numeracy teaching, such as:
    - applied social theory, for example mathematics and culture, mathematics and gender
    - constructivism
    - critical numeracy
    - cultural use of specific mathematics
    - functionalism.

Candidates will also need to make judgements and decisions about:

- focus of the program and particular sessions to facilitate development of skills
- content and use of resources depending on level of difficulty of reading materials, numeracy tasks or writing tasks
- suitability of particular delivery options to meet learner group needs
- extent of support a particular learner might need to succeed with course materials
- order in which new material, such as language structures, may be introduced.

Training specifications

Candidates undertaking this unit are expected to analyse training specifications to identify skills and knowledge outcomes. In the context of this unit, ***training specifications*** may include:

- agreements with stakeholders that specify training requirements
- Australian Core Skills Framework (ACSF)
- course outline
- relevant section of accredited course documentation
- training organisation's delivery and assessment plan
- unit from relevant Training Package
- workplace adult literacy and numeracy skill development plan, as agreed with employers and workforce representatives.

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TAELLN805 Design and conduct pre-training assessment of adult language, literacy and numeracy skills

Future options for skill development

Candidates undertaking this unit are expected to apply a current knowledge of options when discussing ***future options for skill development*** with candidates. Candidates will need knowledge of a range of possible options, such as:

- programs at appropriate level and focus within accredited or non-accredited adult literacy and numeracy provision
- programs involving an adult literacy and numeracy mentor
- vocational programs with a literacy and numeracy component
- services of other agencies, such as Refugee Support Services, Community Health Services, and youth networks
- other training organisations offering more appropriate adult English language, literacy and numeracy courses or courses with a different focus
- workplace-based support.

Pre-training assessment kit

Candidates undertaking this unit are expected to create a pre-training assessment kit that provides opportunity for those using the kit to demonstrate their range of language, literacy and numeracy skills. In the context of this unit, a ***pre-training assessment kit*** may comprise:

- questions to elicit information on learner's educational history and issues that may have affected learning
- resources and materials to assess a wide range of language, literacy and numeracy skills, such as:
    - numeracy materials drawn from genres familiar to candidate, and drawn from candidate's immediate social or training environment
    - reading samples, drawn from genres familiar to candidate, and drawn from candidate's immediate social or training environment
    - sample questions to assess oral communication skills, identify learning strategies or styles and identify candidate's purposes in attending assessment
    - writing tasks and associated materials
- tasks and materials that are aligned to levels in the assessment framework.

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Pre-training assessment process

Candidates undertaking this unit must design a pre-training assessment process. In the context of this unit, the pre-training assessment process should incorporate:

- confidentiality conventions about the nature and extent of information which may be disclosed to third parties, such as employers and government or other officials
- choice of location that meets the needs of the candidate and assessor, where:
    - confidential information can be provided
    - the assessment can be the main focus of attention
    - a wide range of resources is available within close proximity
    - personal risk factors have been mitigated
- feedback on the assessment provided with various options for candidate consideration
- extent to which communication supports, such as interlocutors, translators and calculators, may be used by candidate during assessment process.

Program funding profile

Candidates undertaking this unit need to contextualise assessment processes in line with the requirements of the program funding profile. In the context of this unit, the ***program funding profile*** may include:

- funding sources that determine specific eligibility of candidates for programs based on immigration, employment or social status, such as eligibility requirements of the:
    - Language Literacy and Numeracy Program (LLNP)
    - Workplace English Language and Literacy (WELL) program
- eligibility requirements of state training authorities.

Relevant parties

Candidates undertaking this unit are expected to report outcomes of the assessment process to relevant parties, and also to gather feedback on the assessment process from relevant parties. In the context of this unit, ***relevant parties*** may include:

- government officials, such as Centrelink staff
- counsellors and support workers
- other training organisation staff
- practitioners not involved in the assessment process.

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Individual needs

Candidates undertaking this unit need to tailor assessment processes to meet the individual needs of those being assessed. In the context of this unit, ***individual needs*** may include:

- physical and sensory factors
- specific learning difficulties
- changes in cultural and linguistic contexts
- socioeconomic factors
- social and mental health issues.

Tailoring the assessment process for individual needs may include:

- allowing for differences in communication styles, preferences and levels of confidence, by allowing sufficient time for the assessment process to proceed at the pace required by candidates, encouraging questions and explaining unfamiliar concepts
- providing a support person where appropriate
- selecting materials at an appropriate level, while keeping the range sufficiently broad to allow candidate to demonstrate full range of skills
- selecting materials of relevance to the candidate
- using culturally appropriate processes when assessing Indigenous students, such as:
    - including community members as part of the process whenever possible and practicable
    - using appropriately qualified Indigenous assessors
- varying the process if necessary to accommodate such things as confidentiality considerations.

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TAELLN806 Lead the delivery of adult language, literacy and numeracy support services

Evaluating teaching strategies

Candidates undertaking this unit need to evaluate teaching strategies to determine those most appropriate for individual learners in a particular vocational context. When ***evaluating teaching strategies***, candidates need to apply knowledge of:

- influential theories in adult literacy pedagogy, including:
    - psycholinguistics
    - sociolinguistics
    - humanistic and progressivist pedagogy
    - critical pedagogy
- influential theories in adult numeracy pedagogy, including:
    - transmission
    - constructivism
    - cultural use of specific mathematics
    - critical numeracy
- language teaching methodologies, including communicative language teaching.

Modes of training

Candidates undertaking this unit are required to plan the most appropriate ***mode(s) of training*** for the potential participants. To do this, candidates need to apply knowledge of a range of training modes, such as:

- delivering course focusing on language, literacy and numeracy underpinning skills of specific units of competency of a Training Package
- developing and customising self-access resources for an independent learning centre
- developing assessment tools and training support materials for language, literacy and numeracy across a qualification or a range of qualifications
- providing specialist course for selected participants, including one-to-one, small group, classroom, face-to-face, distance and on-the-job support
- referring to bridging programs with focus on developing language, literacy and numeracy skills
- teaching workplace communication and numeracy skills contextualised into relevant industry area
- working alongside vocational practitioners to provide language, literacy and numeracy support to learners.

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Need for support services

Candidates undertaking this unit are expected to identify the ***need for support services*** through consultation with relevant parties. Candidates will need to consider a range of possible needs, such as:

- developing capacity of vocational trainers to support learners with language, literacy and numeracy needs
- developing language, literacy and numeracy skills of learners to allow them to complete training or further training successfully
- meeting quality compliance requirements, such as Australian Quality Training Framework (AQTF) standards
- meeting the language, literacy and numeracy or communication skill requirements of a relevant industry Training Package or accredited vocational course.

Profile of potential participants

Candidates undertaking this unit are required to develop a profile of potential participants. In the context of this unit, a ***profile of potential participants*** may include:

- accounts of learners' previous formal education and training experience
- background information, such as age or gender
- existing skills of learners in relation to work context
- learners' attitudes to assessment
- learners' perceptions of their learning needs
- learners with identified language, literacy and numeracy needs, such as:
    - those with a low level of formal education
    - first language, if from a language background other than English.

Relevant parties

Candidates undertaking this unit are expected to consult with relevant parties to identify the need for support services and to confirm processes for gathering evidence for assessment and monitoring and evaluating training. In the context of this unit, ***relevant parties*** may include:

- enterprise personnel where there is an on-the-job component of training
- school personnel responsible for VET in schools arrangements
- those responsible for managing quality compliance within the training organisation
- those responsible for vocational training.

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Training arrangements

Candidates undertaking this unit need to plan training arrangements. In the context of this unit, ***training arrangements*** may include:

- scheduling of training, including classes, team teaching, one-to-one, self-access, online, and combinations of these
- time arrangements, including during class, in learners' own time, and self-access
- suitable training venues
- teaching equipment
- program promotion strategies.

Working with VET colleagues

Candidates undertaking this unit are expected to help VET colleagues to develop their approach to addressing language, literacy and numeracy issues within their training. In the context of this unit, ***working with VET colleagues*** may include:

- exchanging information about specific individual learner or group needs
- sharing ways to identify learners with language, literacy and numeracy needs
- suggesting ways to design materials to make them more reader-friendly
- supporting vocational trainers and assessors in implementing training customised to meet learners' language, literacy and numeracy needs
- using inclusive teaching strategies.

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TAELLN811 Analyse policy and formulate strategic language, literacy and numeracy response

Policy

Candidates undertaking this unit need to analyse policy to identify potential impacts on language, literacy and numeracy provision and develop an appropriate response. In the context of this unit, candidates may need to consider policy from many policy environments, including health and community services, economic reform, education, employment, Indigenous affairs, industry and industrial relations.

Analysing ***policy*** may include consideration of Commonwealth and State/Territory government policies and initiatives in a wide range of areas such as:

- capacity building programs for Aboriginal and Torres Strait Islander peoples
- certification requirements in specified industry areas, for example child care and aged care
- commonwealth, state or territory legislation relating to occupational health and safety (OHS)
- entitlement to English language provision based on immigration status
- guidelines for labour market and employment initiatives
- immigration regulations affecting categories of visa holders
- National Quality Council (NQC) guidelines and vocational education and training (VET) policy on quality and compliance
- policy on levels of school (or equivalent) completion.

Candidates undertaking this unit need knowledge of the variety of forms that relevant policies may take. Policies may be expressed in Acts, codes of practice, guidelines, procedures, regulations and/or standards.

Potential impact of policy

Candidates undertaking this unit are expected to identify the ***potential impact of policy***. This will involve consideration of the way in which a policy may affect areas such as:

- administrative and reporting systems
- available funding sources
- cross-sectoral relationships
- current and emerging markets
- industrial relations
- choice of pedagogical approaches
- quality systems and processes
- relationships with industry
- roles and competency requirements of staff
- use of technology.

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Analysing policy to identify potential impacts may involve:

- confirming relevance for implementation within the training organisation
- determining application to the training organisation
- determining effectiveness of current policy in light of new policy objectives
- determining intent of policy
- identifying areas where policy has not been applied appropriately
- identifying implications for adult language, literacy and numeracy provision
- identifying relationships at the international, national, state and local levels between potential key stakeholders in VET policy development and implementation
- identifying stakeholders.

Stakeholders

Candidates undertaking this unit need to consult and collaborate with stakeholders when developing, implementing and reviewing a strategic response. In the context of this unit, ***stakeholders*** may include:

- administrative staff
- enterprises
- funding bodies
- government departments
- industry and community bodies
- teaching staff
- training organisation management
- unions.

Strategic response

Candidates undertaking this unit need to formulate a strategic adult language, literacy and numeracy response. In the context of this unit, a ***strategic response*** may include:

- applying for funding or responding to tender
- changing administrative and reporting arrangements
- changing adult language, literacy and numeracy provision:
    - using different pedagogical approaches
    - integrating adult language, literacy and numeracy into vocational, workplace or community programs
    - offering stand-alone adult language, literacy and numeracy programs using particular modes of delivery
    - developing or accessing resources for adult language, literacy and numeracy programs
    - providing recognition of prior learning (RPL) and assessment-only services

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- identifying possible funding sources
- providing professional development to staff
- responding to policy bodies on possible consequences of policy shift, and suggestions for revision if necessary
- revising organisation's policies.

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TAELLN812 Research and implement new adult language, literacy and numeracy practices

Appropriate sources of information

Candidates undertaking this unit need to use appropriate sources of information to identify new adult language, literacy and numeracy practices. Candidates need the ability to access and use a range of ***appropriate sources of information***, such as:

- adult language, literacy and numeracy journals
- communities of practice
- conferences
- international research organisations, such as the National Research and Development Centre for Adult Literacy and Numeracy (NRDC)
- adult language, literacy and numeracy journals
- professional workshops
- VET research organisations, such as the National Centre for Vocational Education Research (NCVER).

Requirements of learning context

Candidates undertaking this unit need to evaluate teaching practice in relation to the requirements of the learning context. In the context of this unit, ***requirements of learning context*** may include:

- funding body guidelines
- specific learning needs of adults participating in provision
- specific needs of employer or workplace organisation
- VET national standards, such as:
    - accredited course documentation
    - Australian Core Skills Framework (ACSF)
    - Australian Qualifications Framework (AQF)
    - Training Packages.

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Teaching practices

Candidates undertaking this unit are required to evaluate current teaching practices and to identify, research, review and implement new teaching practices in the area of adult language, literacy and numeracy. In the context of this unit, ***teaching practices*** includes pedagogy, teaching theories, teaching approaches and teaching strategies.

To establish criteria to evaluate the effectiveness of current practices, candidates may need to consider:

- feedback from community organisations regarding positive impacts
- feedback from learners regarding positive impacts on language, literacy and numeracy skills
- advice from adult language, literacy and numeracy colleagues
- reports from VET colleagues regarding contribution to successful outcomes from VET courses
- feedback from workplace personnel regarding positive impacts on workers and workplace
- learner persistence
- quantitative indicators, such as ongoing attendance, satisfactory completion of qualifications or units, non-completions.

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TAELLN813 Formulate workplace strategy for adult language, literacy and numeracy skill development

Broad issues for training

Candidates undertaking this unit are required to identify broad issues for training through consultation with enterprise personnel and workforce representatives. In the context of this unit, ***broad issues for training*** may include:

- responding to changes in the Australian economic and industrial context that can impact on language, literacy and numeracy skills requirements at the workplace level, such as:
    - changes in legislation
    - changes in technology
    - compliance requirements
    - impact of globalisation
    - introduction of new management techniques, such as team-based management practices
    - workplace quality requirements.
- implementing general training policies for the whole company or one section of the company
- improving language, literacy and numeracy skills of the workforce to participate in further training
- meeting a specific company objective or set of objectives, such as:
    - introduction of new machinery or process
    - compliance with occupational health and safety (OHS) requirements
    - workforce restructure.

Communication systems and practices

Candidates undertaking this unit need to examine a workplace's formal and informal ***communication systems and practices*** to identify the level of language, literacy and numeracy required in the workplace. This examination may include consideration of:

- formal communication systems, including:
    - work emails, memos, newsletters and information sessions
    - communication within and between sites and departments
    - internal and external modes of communication
    - communications technology used by the company, such as intranet and internet
    - workplace documentation, schedules, plans, personnel forms and pay or time sheets

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- informal communication networks and practices, including:
    - communication between individuals and within teams
    - social and other informal occasions.

Company profile

Candidates undertaking this unit need to analyse company background information and workforce profile to identify implications for language, literacy and numeracy. In analysing a ***company profile***, candidates may consider:

- company background information, such as:
    - category of Australian Bureau of Statistics (ABS) industry groups into which the business fits
    - company's core business
    - company's learning culture and training history
    - company's recruitment strategy
    - company's vision and mission statements, business and strategic plans and organisational learning plan
    - products and/or services the company produces
    - training requirements
- profile of the industry workforce, including:
    - size of overall workforce
    - composition of workforce – full time and part time, casual and permanent, gender and age ratios
    - education and training backgrounds
    - language and cultural backgrounds
    - occupational groups.

Conceptual frameworks underpinning adult language, literacy and numeracy teaching

Candidates undertaking this unit need to design programs based on the application of ***conceptual frameworks underpinning adult language, literacy and numeracy teaching*** in vocational education and training (VET). Candidates need to apply knowledge of relevant frameworks and theories, such as:

- adult learning principles
- theories that inform adult language and literacy teaching
    - applied linguistics
    - applied social theory and sociolinguistics
    - critical literacy
    - humanistic and progressivist pedagogy
    - psycholinguistics

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- theories that inform numeracy teaching
    - applied social theory, for example mathematics and culture, and mathematics and gender
    - constructivism
    - critical literacy and numeracy
    - cultural use of specific mathematics
    - functionalism
- VET frameworks and structures.

Language, literacy and numeracy skill development plan

Candidates undertaking this unit are required to develop a language, literacy and numeracy skill development plan. In the context of this unit a ***language, literacy and numeracy development plan*** would be expected to include:

- identified barriers to workplace training and strategies to overcome them
- funding and reporting arrangements
- language, literacy and numeracy skills to be developed described in broad terms, such as:
    - those of the ACSF
    - those required to deal with the company communication system or documentation
    - skills related to other training being conducted at the workplace, such as particular Training Package outcomes or introduction of new technology
- mode(s) of instruction and the agreed training arrangements
- program outline
- qualifications and experience of staff
- resourcing available
- responsibilities of relevant parties
- workforce profile.

Candidates must also develop an evaluation strategy for the language, literacy and numeracy skill development plan. An evaluation strategy for a workplace-based language, literacy and numeracy program may be expected to include:

- evaluation instruments, such as surveys, structured interviews, questionnaires and/or observations for gathering qualitative and quantitate data
- processes for reviewing and monitoring training outcomes, and for initiating corrective action when required
- feedback or debriefing from group discussions or meetings with stakeholders, including relevant parties such as the training manager, line managers, workforce representatives and/or training committee
- mechanisms for analysing and interpreting data and using evaluation findings to improve processes, practices, systems or outcomes.

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Mode(s) of training and assessment

Candidates undertaking this unit need to design the most appropriate ***mode(s) of training and assessment***, given the participant profile and workplace operations. Candidates need to apply knowledge of a range of ways in which workplace-based training and assessment may be designed, such as:

- developing a training program with an emphasis on language, literacy and/or numeracy
- developing and customising self-access resources for an independent learning centre
- developing assessment tools and training to integrate language, literacy and numeracy assessment with vocational competency
- providing adult literacy and numeracy programs for selected participants, including one-to-one, small group, classroom, face-to-face, distance and on-the-job support
- providing expert advice to technical trainers
- working alongside workplace trainers and assessors to identify language, literacy and numeracy needs and provide support for selected employees with one-to-one or gap training
- writing enterprise documentation and training resources to match the language, literacy and numeracy levels of employees
- delivering training focusing on language, literacy and numeracy underpinning skills of specific units of competency of a Training Package.

Participant profile

Candidates undertaking this unit are expected to develop a profile of potential participants and take the participant profile into account when designing modes of training and assessment. Information that may be included in a ***participant profile*** includes:

- background factors, such as:
    - age
    - education and training backgrounds
    - gender ratio
    - language and cultural backgrounds
    - level of formal education in first language
    - previous experience of training
- employees' perception of their learning needs and attitudes to training and assessment
- occupational groups and existing qualifications and skills of employees in relation to work context
- self-identified language, literacy and numeracy needs of the participants.

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Pre-training assessment process

Candidates undertaking this unit are required to design a pre-training assessment process relevant to the needs of learners. In the context of this unit, a pre-training expected process may be expected to:

- link to the Australian Core Skills Framework (ACSF)
- meet the requirements of selected units of competency from Training Packages
- reflect actual workplace practice with embedded language, literacy and numeracy skills required for a particular work role
- require formal or informal processes.

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TAELLN814 Design programs to develop adult language, literacy and numeracy skills

Collaborative arrangements

Candidates undertaking this unit need to plan collaborative arrangements for teaching and learning activities when more than one practitioner is working with a group of learners. In the context of this unit, ***collaborative arrangements*** may include:

- activities to integrate learning
- division of program into coherent 'chunks', with different practitioners taking responsibility for different areas
- timetabling.

Delivery and assessment plan

Candidates undertaking this unit are expected to prepare a delivery and assessment plan that is consistent with course content and learner needs, goals, skills and learning styles. In the context of this unit, a ***delivery and assessment plan*** may include:

- adult literacy and numeracy skills to be developed
- English language skills to be developed
- competencies to be achieved
- human and physical resources
- needs of individual learners or grouping arrangements, where possible
- places of training
- program outline and sequencing of training
- qualifications and experience of teachers
- suitable assessment methods
- timetable and length of course.

Eligibility requirements

Candidates undertaking this unit need to clarify eligibility requirements for the planned program with reference to funding guidelines and the program focus. In the context of this unit, ***eligibility requirements*** may include:

- people who are employed and wish to improve their literacy and numeracy skills
- people who have been unemployed for a defined period
- people with a specified level of formal schooling, such as those who haven't completed a Year 12 equivalent level of schooling
- those at a particular level of the ACSF

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- those in a particular age group, such as:
    - 15-19 years
    - over 55 years
- those in Australia with a particular class of visa
- those with a language background other than English
- those with English as a first language.

Learner profiles

Candidates undertaking this unit are required to establish a profile of the learner group and use it to guide the selection of resources and program content. In the context of this unit, developing ***learner profiles*** may include gathering information on:

- age
- gender ratio
- identified language, literacy and numeracy needs, linked to pre-training assessment and qualification level
- learners' perception of their learning needs
- learners' previous education and training experience
- learners' short-term and long-term goals
- learners' level of formal education in first language
- learners' language and cultural background
- specific needs, such as those linked to disability.

Program parameters

Candidates undertaking this unit are required to analyse program funding guidelines to establish program parameters. In the context of this unit, ***program parameters*** may include:

- entry literacy and numeracy skills of participants measured against frameworks, such as the Australian Core Skills Framework (ACSF)
- length of time of the training to be provided
- outcomes to be achieved through the program described in competencies or employment outcomes, or linked to frameworks, such as ACSF levels
- qualifications of teaching staff
- specific priority groups.

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Program focus

Candidates undertaking this unit need to use knowledge of pedagogies of adult language, literacy and numeracy to clarify the program focus. In the context of this unit, the ***program focus*** may be in areas such as:

- employment outcomes
- equity initiatives
- community integration
- general education
- labour market
- pre-vocational pathways.

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TAELLN815 Develop strategy for adult language, literacy and numeracy skill development in a community program

Evaluation strategy

Candidates undertaking this unit are required to develop and implement an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy component of a community program. In the context of this unit an ***evaluation strategy*** may include:

- evaluation instruments, such as:
    - surveys
    - structured interviews
    - questionnaires
    - observations
    - feedback or debriefing from group discussions or meetings of stakeholders
- evaluation processes that include:
    - defining the purpose and audience
    - planning the evaluation
    - gathering the data
    - analysing and interpreting the data
    - using the findings to improve processes, practices, systems or outcomes
    - gathering qualitative and quantitative data to review and monitor project outcomes and to initiate corrective action when required.

Goals of community program

Candidates undertaking this unit need to identify and analyse the ***goals of a community program*** in order to design an appropriate strategy for addressing language, literacy and numeracy issues. Candidates need knowledge of the range of goals that community programs may have, such as:

- developing an awareness campaign addressing personal issues that have implications for the community as a whole, for example health management programs such as diabetes awareness and management
- developing programs that address areas of community need, such as using the internet and social networking sites for older citizens
- meeting a specific objective, such as classes to inform the community about introduction of new fire safety support systems.

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Target group

Candidates undertaking this unit are expected to identify an intended target group for participation in a community program. In the context of this unit, a ***target group*** may include:

- specific gender
- specific groups
- specific language and cultural backgrounds
- overall population
- those wanting to develop specific skills.

Language, literacy and numeracy practitioner role

Candidates undertaking this unit are required to clarify the purpose for LLN practitioner involvement in a community program, and the role of the LLN practitioner. In the context of this unit, the ***LLN practitioner role*** may include:

- alerting project team members to potential language, literacy and numeracy issues that may affect project outcomes in a community context, such as:
    - attitudinal barriers
    - confidentiality issues relating to language, literacy and numeracy identification procedures
    - cross-cultural awareness and sensitivity
    - learners with multiple needs
- analysing material developed by the project team to ensure language style does not create barriers for potential readers
- identifying various ways in which language, literacy and numeracy practitioners can support community programs, including:
    - identifying LLN issues that may affect program outcomes
    - developing or customising resources to suit participants' LLN skill levels
    - providing advice or mentoring to community program personnel.

Theoretical understandings

Candidates undertaking this unit need to draw on a broad range of ***theoretical understandings*** in order to design strategies for addressing language, literacy and numeracy issues. Candidates need comprehensive knowledge of:

- how language is structured to:
    - achieve a range of social purposes
    - establish and maintain social relationships
    - construct texts
- features of written and spoken English across a diverse range of genres
- social practices involved in reading, writing, visual literacy, talking and listening.

The emphasis is not on the theories in isolation, but rather the contribution they make to teaching practice.

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Barriers to communication

Candidates undertaking this unit are required to analyse possible barriers to communication with the target group to identify communication methods and approaches, at an appropriate language and literacy level. In analysing ***barriers to communication***, candidates may need to take account of factors that contribute to difficult communication:

- complexity of sentence structure
- layout, including dense text and text not supported by visual cues
- length, including overall length, length of sentences and unclear sequencing of information
- vocabulary, including jargon, technical terms and idioms.

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TAELLN816 Initiate, develop and evaluate adult language, literacy and numeracy resources

Design features

Candidates undertaking this unit need to consider a range of design features for the resource that are appropriate to the needs of the audience. In the context of this unit, ***design features*** may include:

- methods for engaging the learner
- features of layout, including font, white space and colour
- if electronic text: ease of navigation, inclusion of audio, inclusion of video, signposting and internal links
- if for independent access: level of instructions, ease of accessing materials, sequencing, layout features and links
- mix of text-based information and visual information
- opportunities for collaborative learning
- practical activity-based content
- reading level of text, including:
    - genre
    - grammatical structures
    - verb tenses
    - active or passive voice
    - use of abbreviation, idiom and jargon
- sequencing of material to reflect adult literacy and numeracy skill development
- sources of further information and further reading.

Evaluating existing resources

Candidates undertaking this unit need to evaluate existing resources to consider their accessibility for learners and whether they reflect current language, literacy and numeracy research. When ***evaluating existing resources***, candidates may need to consider:

- current language, literacy and numeracy research, available from research centres such as National Centre for Vocational Education Research (NCVER) and the UK National Research and Development Centre for Adult Literacy and Numeracy (NRDC), into good practice to:
    - improve access to training for culturally and linguistically diverse adults
    - improve outcomes from language, literacy and numeracy training
    - support and extend existing vocational training
    - support community need for language, literacy and numeracy support
    - support and extend language, literacy and numeracy training in workplaces

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- factors that impact on resource accessibility, such as:
    - language, literacy and numeracy skill levels required to access the resource
    - suitability of the resource for culturally and linguistically diverse learners
    - resources or technology required to access the resource
    - format, availability and cost of the resource.

Need for language, literacy and numeracy resource

Candidates undertaking this unit are required to identify a possible ***need for a language, literacy and numeracy resource***. To do this candidates may consider:

- consequences of the implementation of new language, literacy and numeracy policies or programs
- need for support to implement social or economic policy with language, literacy and numeracy implications
- needs of a specific learner group, including learner profiles and characteristics
- level of language, literacy and numeracy skill described using national frameworks
- extent to which language, literacy and numeracy underpinning skills are identified in vocationally-oriented resources
- gaps in available resources related to language, literacy and numeracy skill development.

Policy, legislation, codes of practice and national standards

Candidates undertaking this unit need to ensure that resource development processes comply with ***relevant policy, legislation, codes of practice and national standards***. In the context of this unit, these may include:

- VET quality assurance requirements
- anti-discrimination legislation and policies, including equal opportunity, racial vilification and disability discrimination
- plagiarism, copyright and privacy laws, including those relating to electronic technology
- duty of care under common law
- industry and workplace standards and codes of practice
- industrial relations requirements.

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Project brief

Candidates undertaking this unit need to refine a project brief in consultation with stakeholders and other experts. In the context of this unit, a ***project brief*** for a language, literacy and numeracy resource development may be expected to include:

- definition of audience in relation to language, literacy and numeracy goals
- explanation of resource purpose in terms of the language, literacy and numeracy skills to be developed aligned to recognised language, literacy and numeracy frameworks
- specification of project outcomes and impact
- detailed costing
- information on project personnel and capacity to deliver project
- timeline and milestones.

Project plan

Candidates undertaking this unit are required to prepare a project plan for sign-off by the representative consultative group. In the context of this unit, a ***project plan*** could be expected to include:

- consultation strategy
- evaluation strategy to ensure the final product meets the needs of the intended users
- identification of potential risks and strategies to avert risk
- staged timeline with activities defined at each stage of development, including meetings and responsibilities of project consultative group
- strategy to communicate information about the project to the adult literacy and numeracy community.

Representative consultative group

Candidates undertaking this unit are required to identify suitable stakeholders for a representative consultative group to guide the resource development. In the context of this unit, a ***representative consultative group*** should include a wide selection of stakeholders such as:

- relevant industry or community organisations
- professional associations
- representatives from relevant government departments, agencies or licensing authorities
- representatives of the funding body
- subject matter experts
- training organisations.

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In designing and developing resources, candidates also need to consult with relevant experts. These may include:

- e-learning designers
- instructional designers
- web developers
- audio designers.

Theoretical understandings

Candidates undertaking this unit are expected to consider theoretical understandings of adult language, literacy and numeracy skill development and good practice when evaluating and developing resources. ***Theoretical understandings*** may be reflected in resource development in a variety of ways, including:

- decisions about the suitability of particular delivery options to meet learner group needs, such as the suitability of materials for a particular group of learners
- inclusion of a 'how to' guide to assist practitioners in using the resource
- consideration of the extent of support a particular learner might need to succeed with materials
- level of difficulty of reading materials and writing, speaking and numeracy tasks
- instructional design choices such as:
    - adjusting language, layout, design features to suit appropriate level for learners
    - ordering the way that new material is introduced
    - demonstrating cultural awareness in relation to content
    - using genres
    - appealing to a range of learning styles and strategies
    - planning, analysing, developing, synthesising and evaluating content of planned resources.

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TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

Professional development program

Candidates undertaking this unit are required to design, implement and evaluate an adult language, literacy and numeracy professional development program. In designing a ***professional development program***, candidates need to apply knowledge of:

- adult learning principles, theories and learning styles
- how language, literacy and numeracy is integrated into training specifications, involved in community participation and included in workplace activity
- adult language, literacy and numeracy learner profiles, including:
    - background information or case studies, including factors that typically affect language, literacy and numeracy skill development
    - goals and needs of adult learners
    - impetus for adult learners to participate in language, literacy and numeracy programs
    - language, literacy and numeracy skills aligned to frameworks, such as the Australian Core Skills Framework (ACSF)
    - third-party reports from interested others
    - statistical information, such as levels of adult language, literacy and numeracy in the Australian community
- program guidelines, such as those relating to confidentiality
- teaching strategies and learning resources
- range of available informal and accredited training options for developing the capacity of the education and training workforce in relation to language, literacy and numeracy.

Program plan

Candidates undertaking this unit are required to formulate and implement an adult language, literacy and numeracy professional development program plan. In the context of this unit, a ***program plan*** may be expected to include information on:

- purpose, goals and intended outcomes
- participants
- possible risks and strategies to avert them
- program content
- delivery mode, such as
    - classroom delivery
    - flexible delivery methods
    - individual or small group mentoring
    - provision of expert advice, as required

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- required resources, such as:
    - human resources – content experts, representatives of support agencies, technical experts
    - learning resources – teaching strategies, learning materials
    - physical resources – learning environment and equipment
- responsibilities of parties involved in the program, such as:
    - program leader responsibility for the educational quality of the program, providing support for program participants, maintaining knowledge of current research
    - program manager responsibility for accessing resources, risk management and quality assurance
    - program participant responsibility for complying with program guidelines and training organisation's policies and procedures
- processes for monitoring and evaluating the program, such as:
    - gathering qualitative and quantitative data through evaluation instruments – surveys, structured interviews, questionnaires, observations, feedback or debriefing from group discussions or meetings of stakeholders
    - collecting information on program outcomes in relation to participant goals and learning objectives, skills and knowledge developed, student contact hours provided
    - using data to review and monitor training outcomes against targets or benchmarks to initiate corrective action when required
- timelines and milestones.

Selection criteria

Candidates undertaking this unit are required to design participant section criteria for a professional development program. In the context of this unit, ***selection criteria*** may include consideration of:

- legal and regulatory requirements that apply to the program
- access and equity requirements
- participant availability to participate in program activities
- stakeholder relationships
- diversity of participant development needs that can be accommodated in the program
- entry requirements for undertaking qualifications included in the program
- participant self-audit of training needs, such as through surveys, self-assessment processes and the development and review of individual learning and development plans.

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Stakeholders

Candidates undertaking this unit need to consult with stakeholders to develop and evaluate a professional development program. In the context of this unit, ***stakeholders*** may include:

- language, literacy and numeracy practitioners and program managers
- managers of community programs
- vocational education and training (VET) practitioners and program managers
- policy makers and funding bodies
- workplace personnel, such as HR and compliance managers.

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